

**U.S. Department of Education  
Office of Elementary and Secondary Education**

# **School Dropout Prevention Program Application for Grants**

**Form Approved  
OMB No. 1890-0009  
Expiration Date: 05/31/05  
CFDA Number 84.360**

**DATED MATERIAL – OPEN IMMEDIATELY  
Closing Date: May 20, 2002**

**U.S. Department of Education  
Office of Elementary and Secondary Education**

**Application for Funding under the  
School Dropout Prevention Program  
(CFDA No. 84.360)**

## **Introduction**

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This is a complete application package for applicants seeking FY 2002 funding under the School Dropout Prevention program, which is authorized under Part H of Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110).

Under this program, we will award competitive grants to *State educational agencies (SEAs)* and *local educational agencies (LEAs)* to support effective, sustainable, and coordinated school dropout prevention and reentry programs in high schools with annual school dropout rates that are greater than the State average annual school dropout rate and in the middle schools that feed students into these high schools.

There is approximately \$9,000,000 available for grants under the program for fiscal year 2002. As the notice inviting applications indicates, we estimate making 15 to 20 awards ranging from \$200,000 to \$500,000 each. However, funding of continuation awards after the initial year of funding depends on future Congressional appropriations for the program. The Administration has not requested funding for this program in its fiscal year 2003 budget proposal.

## **Application Deadline**

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***The deadline for submitting an application is May 20, 2002.*** You should review carefully the instructions in this application package for meeting this deadline.

## **Notification of Intent to Apply for Funding**

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We will be able to develop a more efficient process for reviewing grant applications if we have a better understanding of the number of entities that intend to apply for funding. Therefore, we strongly encourage each potential applicant to send, by May 6, 2002, a notification of its intent to apply for funding to [dropoutprevention@ed.gov](mailto:dropoutprevention@ed.gov). The notification of intent to apply for funding is *optional* and should not include information regarding the proposed application. Eligible applicants that fail to provide the notification may still submit an application by the application deadline.

## Supplementary Information

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The School Dropout Prevention Program, authorized under Part H of Title I of the Elementary and Secondary Education Act, as amended, supports effective, sustainable, and coordinated school dropout prevention and reentry programs in high schools with annual school dropout rates greater than the State average annual school dropout rate and in the middle schools that feed students into these schools.

*Each grant recipient must implement dropout prevention and reentry strategies that are scientifically based, sustainable, and have been widely replicated. These strategies may include –*

- (1) Specific strategies for targeted purposes, such as –
  - (a) Effective early intervention programs designed to identify at-risk students;
  - (b) Effective programs serving at-risk students, including racial and ethnic minorities and pregnant and parenting teenagers, designed to prevent such students from dropping out of school; and
  - (c) Effective programs to identify youth who have already dropped out of school and to encourage them to reenter school and complete their secondary education; and
- (2) Approaches such as breaking larger schools into smaller learning communities and other comprehensive reform approaches, creating alternative school programs, and developing clear linkages from schools to career skills and employment.

SEAs and LEAs may implement these dropout prevention and reentry strategies through a broad array of activities, such as –

- (1) Securing services from community-based organizations or other government agencies if the funds are used to provide school dropout prevention and reentry activities related to schoolwide efforts;
- (2) Professional development;
- (3) Obtaining curricular materials;
- (4) Release time for professional staff to obtain professional development;
- (5) Planning and research;
- (6) Remedial education;
- (7) Reduction in pupil-to-teacher ratios;
- (8) Efforts to meet State student academic achievement standards;
- (9) Counseling and mentoring for at-risk students;
- (10) Implementing comprehensive school reform models, such as creating smaller learning communities; and
- (11) School reentry activities.

The particular activities that are supported with funds under the School Dropout Prevention program must not be isolated activities, but must be part of a sustained, coordinated approach to meet specific and measurable goals, objectives, and outcomes.

## Definitions

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The following definitions apply for the purposes of this program:

*“High school dropout”* means a student in grade 9-12 who –

- (a) Was enrolled in the district at some time during the 2000-2001 school year;
- (b) Was not enrolled at the beginning of the 2001-2002 school year;
- (c) Has not graduated or completed a program of studies by the maximum age established by a State;
- (d) Has not transferred to another public school district or to a nonpublic school or to a State-approved educational program; and
- (e) Has not left school because of death, illness, or a school-approved absence.

*“State average annual school dropout rate”* means the annual event dropout rate that is calculated by dividing the number of high school dropouts (as defined above) in the State by the total number of students enrolled in grades 9 through 12 in public schools in the State during the 2001-2002 school year. This calculation is based upon the annual event school dropout rate calculation of the National Center for Education Statistics’ Common Core of Data.

*“LEA average annual school dropout rate”* means the annual event dropout rate that is calculated by dividing the number of high school dropouts (as defined above) in the LEA by the total number of students enrolled in grades 9 through 12 in the schools of the LEA during the 2001-2002 school year.

*“Annual school dropout rate”* means the annual event dropout rate that is calculated by dividing the number of high school dropouts (as defined above) in a school by the total number of students enrolled in grades 9 through 12 in the school during the 2001-2002 school year.

*“Low-income student”* means a student who is from a low-income family under the measures that an LEA uses to distribute funds to schools under Part A of Title I.

*“State”* refers to each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Commonwealth of Northern Mariana Islands, and the Bureau of Indian Affairs for the purposes of funding schools funded by the Bureau.

## Application Requirements for State Educational Agencies

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SEAs seeking funding under the program must submit an application that includes the following parts:

### **Part I: Application for Federal Assistance (ED Form No. 424)**

### **Part II: Budget Information-Non-Construction Programs (ED Form No. 524) and Budget Narrative**

Use the enclosed ED Form 524 (Budget Information, Non-Construction Programs) to provide a complete budget summary for each year of the project. The budget narrative should provide a brief explanation of: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major costs items relate to the proposed activities; (3) the cost of evaluation; and (4) a detailed description, as applicable, explaining in-kind support or funding by partners in the project.

### **Part III: Application Narrative**

In the application narrative portion of the application, an SEA *must* provide –

- (1) An outline of the SEA's strategies for –
  - (a) Reducing the State average annual school dropout rate;
  - (b) Targeting high schools in the State that have the highest annual school dropout rates and the middle schools that feed students into these high schools; and
  - (c) Assessing the effectiveness of the efforts described in the application.
- (2) The State average annual school dropout rate as defined in this application package.
- (3) An identification of the particular schools that the State would serve under the program, together with their annual school dropout rates. For middle schools that the State would serve, the State may provide the annual school dropout rate(s) of the high school(s) into which the middle schools send students. (As noted in the "Introduction," the schools that the SEA would serve under the program must be high schools that have annual school dropout rates that are above the State average annual school dropout rate or must be middle schools that feed students into those schools.)

- (4) A description of how the activities that the SEA would support under the program conform with research knowledge about school dropout prevention and reentry.
- (5) A description of the effectiveness of the instructional strategies that the State would implement, and how the strategies would serve all students.
- (6) A timeline for implementing the proposed dropout prevention and reentry strategies.
- (7) Evidence of coordination with existing resources.

#### **Part IV: SEA Assurances and Certifications**

- (1) Assurances—Non-Construction Programs (Standard Form 424B).
- (2) Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013).
- (3) Certifications regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions (ED 80-0014, 9/90) and instructions.

**NOTE:** *ED Form 80-0014 is intended for the use of grantees and should not be transmitted to the Department.*

- (4) Disclosure of Lobbying Activities (Standard Form LLL), if applicable.
- (5) An assurance that the program funds will supplement, and not supplant, State and local funds available for school dropout prevention and reentry programs.
- (6) An assurance that the dropout rates in the application are calculated on the basis of the definitions in this application package.

**NOTE:** *In preparing and submitting an application, every applicant should carefully review the specific instructions under “Application Instructions and Forms.”*

## **Application Requirements for Local Educational Agencies**

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LEAs seeking funding under the program must submit an application that includes the following parts:

### **Part I: Application for Federal Assistance (ED Form No. 424)**

Form 424 requires your agency's D-U-N-S Number. If your agency does not have a D-U-N-S Number, you can obtain a number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via Internet at the following URL: <http://www.dnb.com>.

### **Part II: Budget Information-Non-Construction Programs (ED Form No. 524) and Budget Narrative**

Use the enclosed ED Form 524 (Budget Information, Non-Construction Programs) to provide a complete budget summary for each year of the project. The budget narrative should provide a brief explanation of: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major costs items relate to the proposed activities; (3) the cost of evaluation; and (4) a detailed description, as applicable, explaining in-kind support or funding by partners in the project.

### **Part III: Application Narrative**

In the application narrative portion of the application, an LEA *must* provide –

- (1) An outline of the LEA's strategies for –
  - (a) Reducing the LEA's annual school dropout rate;
  - (b) Targeting high schools in the LEA that have the highest annual school dropout rates and the middle schools that feed students into these secondary schools; and
  - (c) Assessing the effectiveness of the efforts described in the application.
- (2) The State average annual school dropout rate as defined in this application package.
- (3) The LEA average annual school dropout rate as defined in this application package, and an identification of the particular schools that the LEA would serve under the program, together with their annual school dropout rates. For middle schools that the LEA would serve, the LEA may provide the annual school dropout rate(s) of the high school(s) into which the middle schools send students. (As noted in the "Introduction," the schools that the LEA

would serve under the program must be high schools that have annual school dropout rates that are above the State average annual school dropout rate or be middle schools that feed students into those schools.)

- (4) A description of how the activities that the LEA would support under the program conform with research knowledge about school dropout prevention and reentry.
- (5) A description of the effectiveness of the instructional strategies that the LEA would implement, and how the strategies would serve all students.
- (6) A timeline for implementing the proposed dropout prevention and reentry strategies.
- (7) Evidence of coordination with existing resources.

#### **Part IV: LEA Assurances and Certifications**

- (1) Assurances—Non-Construction Programs (Standard Form 424B).
- (2) Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013).
- (3) Certifications regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions (ED 80-0014, 9/90) and instructions.

**NOTE:** *ED Form 80-0014 is intended for the use of grantees and should not be transmitted to the Department.*

- (4) Disclosure of Lobbying Activities (Standard Form LLL), if applicable.
- (5) An assurance that the LEA will use funds under the program to supplement, and not supplant, other State and local funds available for school dropout prevention and reentry programs.
- (6) An assurance that the dropout rates in the application are calculated on the basis of the definitions in this application package.
- (7) An assurance that the LEA is committed to providing ongoing operational support for a period of five years to participating schools to address the dropout problem.
- (8) An assurance that the LEA will support the strategies in its application, including through –



- The provision of release time for teacher training;
- Efforts to coordinate activities for high schools and their feeder middle schools; and
- Encouraging other schools within the LEA to participate in the LEA's dropout prevention and reentry activities.

**NOTE:** *In preparing and submitting an application, every applicant should carefully review the specific instructions under "Application Instructions and Forms."*

## **Selection Criteria**

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We will use the selection criteria and factors delineated below in evaluating applications for grants. The maximum score for the selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis. Within each criterion, we will evaluate each factor equally.

In all instances where the word "project" appears in the selection criteria, reference should be made to the School Dropout Prevention program.

### **(1) Need for project. (15 points)**

In determining the need for the proposed project, we consider –

- (a) The magnitude or severity of the problem to be addressed by the proposed project; and
- (b) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

### **(2) Quality of design. (20 points)**

In determining the quality of the design of the proposed project, we consider the extent to which –

- (a) The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- (b) The design of the proposed project is appropriate to and will successfully address the needs of the target population;
- (c) The design of the proposed project reflects up-to-date knowledge from research and effective practice; and
- (d) The proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

### **(3) Quality of project services. (20 points)**

In determining the quality of the services to be provided by the proposed project, we consider the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

In addition, we consider –

- (i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice;
- (ii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services;
- (iii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards;
- (iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.

**(4) Quality of the management plan. (15 points)**

In determining the quality of the management plan, we consider –

- (a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks; and
- (b) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

**(5) Quality of project personnel. (10 points)**

In determining the quality of the personnel who will carry out the proposed project, we consider the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

In addition, we consider –

- (i) The qualifications, including relevant training and experience, of the project director; and
- (ii) The qualifications, including relevant training and experience, of key project personnel.

**(6) Adequacy of resources. (10 points)**

In determining the adequacy of resources for the proposed project, we consider –

- (a) The extent to which project funds will be coordinated with State and local funds, and other Federal funds as appropriate, such as funds under part A of Title I, the Comprehensive School Reform program, and the 21<sup>st</sup> Century Community Learning Centers program;
- (b) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;
- (c) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

**(7) Quality of the project evaluation. (10 points)**

In determining the quality of the evaluation to be conducted of the proposed project, we consider the extent to which –

- (a) The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
- (b) The methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce annual quantitative and qualitative data to the extent possible; and
- (c) The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

## **Reporting and Accountability**

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Successful applicants will be required to submit annual performance reports regarding the status of the implementation of funded activities and dropout data for students at schools assisted under this program, disaggregated by race and ethnicity. Dropout data will include annual school dropout rates for the assisted schools beginning with the two fiscal years prior to the schools' receiving assistance under this program. The reports will also describe the quality and nature of the project's implementation, especially as it relates to improving the conditions for dropout prevention and reentry within a district and any available outcome data (including achievement data and progress on other school-related indicators). In addition, grantees will submit a final evaluation report no more than 60 days after the end of the project period.

## **Applicable Regulations**

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The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75, 77, 79, 80, 81, 82, 85, 97, 98, and 99 apply to this program.

## **Intergovernmental Review**

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This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance. Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive order 12372. If you want to know the name and address of any State Single Point of Contact (SPOC) you may view the latest SPOC list on the OMB Web site at the following address:

<http://www.whitehouse.gov/omb/grants>

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit Intergovernmental Review comments directly to the individual identified under the heading "Contact Person for Assistance."

## **Application Instructions and Forms**

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In applying for an award under this competition, you must organize your application in the following order and include the following parts:

- Part I: Application for Federal Assistance (ED Form No. 424)
- Part II: Budget Information-Non-Construction Programs (ED Form No. 524) and Budget Narrative
- Part III: Application Narrative.
- Part IV: Assurances and Certifications

The standard forms are included at the end of this application package. For more detailed information on what you must include in the application narrative and the specific assurances and certifications that you must provide, see "Application Requirements for State Educational Agencies" or "Application Requirements for Local Educational Agencies," as appropriate.

### **Application Narrative**

Before preparing your application narrative, you should carefully read the application package, including the list of information that must be addressed in the narrative and the selection criteria that we will use to evaluate applications.

You should organize your application narrative as follows:

- Begin with a one-page abstract summarizing the proposed School Dropout Prevention project, including a short description of the population to be served by the project.
- Include a table of contents listing the parts of the narrative in the order of the selection criteria and the page numbers where the parts of the narrative are found. Be sure to number the pages.
- Describe fully the proposed project in light of the selection criteria in the order in which the criteria are listed in the application package. Do not simply paraphrase the criteria.
- Provide the following in response to the attached GEPA Sec. 427 “Notice to All Applicants” that is included as part of this application package: (1) a reference to the portion of the application in which information appears as to how the applicant is addressing steps to promote equitable access and participation, or (2) a separate statement that contains that information.
- When applying for funds through a consortium, individual eligible applicants must enter into an agreement signed by all members. The consortium’s agreement must detail the activities each member of the consortium plans to perform, and must bind each member to every statement and assurance made in the consortium’s application. The designated applicant must submit the consortium’s agreement with its application.
- You may include supporting documentation as appendices to the narrative. ***Please limit appendices to 20 pages***, ensuring that this material is concise and pertinent to the competition.

**NOTE:** The Secretary considers only information contained in the application in ranking applications for funding consideration. Letters of support sent separately from the formal application package are not considered in the review by the technical review panels. (34 CFR 75.217)

***You should limit your application narrative to 30 pages.*** If you are submitting an application in paper format, we request that you using the following standards:

- (1) A “page” is 8.5” x 11” (one side only) with one-inch margins (top, bottom, and sides).
- (2) All text in the application narrative must be double-spaced (no more than three lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.
- (3) Use consistent font throughout your document. You may also use boldface type, underlining, and italics. However, do not use colored text.
- (4) Also use black and white for illustrations, including charts, tables, graphs and pictures.

(5) For the narrative component, include the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against the suggested page limitation.

(6) Place a page number at the bottom right of each page beginning with 1 and number your pages consecutively throughout your document.

**NOTE:** The suggested page limit does not apply to the cover sheet, the budget section, the one-page abstract, appendices, and forms and assurances.

## Electronic Applications

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*We strongly encourage you to submit your application to us electronically.* You may access the electronic grant application for the School Dropout Prevention Program at <http://e-grants.ed.gov>.

Submission of an electronic application involves the use of the Electronic Grant Application System (e-APPLICATION, formerly e-GAPS) portion of the Grant Administration and Payment System (GAPS). However, you may submit your application in paper format if you prefer.

If you submit you application electronically, please note the following:

- Submission of an electronic application is optional. If you prefer, you may submit an application in paper format.
- You will not receive any additional point value or penalty because you submit a grant application in electronic or paper format.
- You can submit all documents electronically, including the Application for Federal Assistance (ED 424), Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- Within three working days of submitting your electronic application, you must fax a signed copy of the Application for Federal Assistance (ED 424) to the Application Control Center after following these steps:
  - (1) Print ED 424 from the e-APPLICATION system.
  - (2) Make sure that the institution's Authorizing Representative signs this form.
  - (3) Before faxing this form, submit your electronic application via the e-APPLICATION system. You will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
  - (4) Place the PR/Award number in the upper right hand corner of ED 424.
  - (5) Fax ED 424 to the Application Control Center at (202) 260-1349.
- We may request that you give us original signatures on all other forms at a later date.

## Instructions for Transmittal of Applications

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### (1) Applications Submitted Electronically

If are submitting your application electronically, you must follow the instructions detailed above under the heading “Electronic Applications.”

If you submit an electronic application, you must do so using the software provided on the e-Grants Web site at <http://e-grants.ed.gov> by 4:30 p.m. (Washington, DC time) on the deadline date.

The regular hours of operation of the e-Grants Web site are from 6:00 a.m. until 12:00 midnight (Washington, DC time) on Mondays, Tuesdays, Thursdays and Fridays; and from 6:00 a.m. until 7:00 p.m. on Wednesdays and Saturdays. The system is unavailable on the second Saturday of every month, Sundays, and Federal holidays.

### (2) Applications Sent by Mail

If you send you application by mail, you must mail the original and two copies of the application on or before the deadline date to the following address:

U.S. Department of Education  
Application Control Center  
Attention: CFDA# 84.360  
Washington, DC 20202-4725

To help expedite our review of your application, we would appreciate your voluntarily including an additional two copies of your application (for a total of four copies plus the original).

You must show one of the following as proof of mailing:

- (1) A legibly dated U.S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, *we do not accept either of the following as proof of mailing:*

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Services.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

**SPECIAL NOTE:** Due to recent disruptions to normal mail delivery, we encourage you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; U.S. Postal Service Express Mail; or a courier service) to transmit your application for this competition to us. If you use an alternative delivery method, please obtain the appropriate proof of mailing noted above.

### **(3) Applications Delivered by Hand**

If you submit your application by hand, you or your courier must hand deliver the original and two copies of the application by 4:30 p.m. (Washington, DC time) on or before the deadline date.

To help expedite our review of your application, we would appreciate your voluntarily including an additional two copies of your application (for a total of four copies plus the original).

Applications delivered by hand should be delivered to the following address:

U.S. Department of Education  
Application Control Center  
Attention: CFDA # 84.360  
7<sup>th</sup> & D Streets, SW, Room 3633  
Regional Office Building 3  
Washington, DC 20202-4725

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

### **Acknowledgment of Receipt of Application**

If you send your application by mail or by hand delivery, the Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the date of mailing or hand delivery of your application, you should call the U.S. Department of Education Application Control Center at (202) 708-9493.

If your application is late, we will notify you that we will not consider the application.

If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.



## Contact Person for Assistance

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If you need further information, you may contact –

Christine T. Jackson, Team Leader  
School Dropout Prevention Program  
Academic Improvement and Demonstration Programs  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW., Room 2W104  
FOB-6, Washington, DC 20202-6254  
Telephone: (202) 260-2516  
e-mail: [dropoutprevention@ed.gov](mailto:dropoutprevention@ed.gov)

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-888-877-8339. Individuals with disabilities may obtain this application from Ms. Jackson in an alternative format (e.g., Braille, large print, audiotape, or computer diskette). Please note, however, that we are not able to reproduce the standard forms in an alternative format.

## Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 1890-0009. (Expiration Date: 5/31/2005). The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to Christine Jackson, School Dropout Prevention Program, U.S. Department of Education, 400 Maryland Avenue, SW., Room 2W104, FOB-6, Washington, DC 20202-6254.

## Checklist for Applicants

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The following forms and other items must be included in the application in the order listed below:

1. Application for Federal Assistance (ED 424).
2. Budget Information--Non-Construction Programs ED Form No. 524) and budget narrative.
3. Application Narrative, including information that addresses section 427 of the General Education Provisions Act (see the section “NOTICE TO ALL APPLICANTS”), and relevant appendices.
4. LEA consortium agreement, if applicable.
5. Assurances--Non-Construction Programs (SF 424B).
6. Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013).
7. Disclosure of Lobbying Activities (Standard Form LLL).
8. An assurance that the program funds will supplement, and not supplant, State and local funds available for school dropout prevention and reentry programs.
9. An assurance that the dropout rates in the application are calculated on the basis of the definitions in this notice.
10. For LEA applicants only – An assurance that the LEA is committed to providing ongoing operational support for a period of five years to participating schools to address the dropout problem.
11. For LEA applicants only – An assurance that the LEA will support the strategies in its application, including through –
  - The provision of release time for teacher training;
  - Efforts to coordinate activities for high schools and their feeder middle schools; and
  - Encouraging other schools within the LEA to participate in the LEA’s dropout prevention and reentry activities.

**OMB Control No. 1890-0009 (exp. 5/31/2005)**